Jerusalem: A City of Conflict

Students will calculate percentages of the different religious populations in Jerusalem.

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<th>Author</th>
<th>Heather Terlecki</th>
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<td>Grade Level</td>
<td>6-8</td>
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<td>Duration</td>
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<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand 4</th>
<th>Arizona Math Standard</th>
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<tr>
<td>ELEMENT TWO PLACES AND REGIONS</td>
<td>CONCEPT 2 Places and Regions</td>
<td>STRAND 1 Number Sense and Operations</td>
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<td>4. The physical and human characteristics of places.</td>
<td>GRADE 6 PO 4 Explain why places and regions serve as cultural symbols.</td>
<td>CONCEPT 1 Number Sense</td>
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<td>5. That people create regions to interpret earth’s complexity.</td>
<td>GRADE 7 PO 2 Explain the concept of regions and why they change.</td>
<td>GRADE 6</td>
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<td>6. How culture and experience influence people’s perceptions of places and regions.</td>
<td>GRADE 8 PO 1 Identify common characteristics of contemporay and historical regions on the basis of climate, landforms, ecosystems and culture.</td>
<td>PO 10 Calculate the percent of a given number</td>
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<td>GRADE 7</td>
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<td>PO 9 Calculate the missing value in a percentage problem</td>
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Overview

Students will use a table of data listing the numbers of Jews, Muslims, and Christians in Jerusalem and determine the percentage of each religious group in the city. Students will observe the changes in the population percentages and analyze those changes. As a result, students will interpret the complexity of different populations in one region on the earth.

Purpose

In this lesson students will gain a better understanding of the religious groups in Jerusalem and the population change being experienced there. They will understand how to calculate percentages and compare and contrast the differences and changes over time.

Materials

- Jerusalem: A City in Conflict handout
- Jerusalem: A City in Conflict answer key
- Jerusalem map
- Map of Israel
- A calculator for each student
- Paper, pencil
Jerusalem: A City of Conflict

Objectives
The student will be able to:

1. Calculate percentage from the data given.

2. Determine the changes in percentages of religious groups that have occurred over the years in Jerusalem.

3. Predict changes in the religious groups in Jerusalem in the future years.

4. Infer what future conflicts the region will face based on the percentage of change predicted.

Procedures
Students should have experience using a calculator, place value, and rounding.

1. Ask if any students know of a time when they have heard of Israel or Jerusalem and reflect on current situation there. Create a KWL chart regarding the conflict in the region. Show a recent news clip, if possible, explaining a recent incident in the region.

2. Introduce the lesson by reading the introductory information on Jerusalem with the students and discuss the importance of the city to a number of religions.

3. View the map of Israel and Jerusalem, and locate the holy places of the three religions.

Work through the first calculation with them (Jewish population in 1844).

4. Explain that all the percentages when rounded should add up to 100%, and if it doesn’t they should recalculate.

Assessment
Students will perform and analyze the calculations on the worksheet provided with 80% accuracy.

Extensions
Refer to the lesson: “Jerusalem: A Holy City” by Gale Ekiss on the GeoLiteracy CD produced by the Arizona Geographic Alliance.

Have students research Jerusalem on the Internet, in magazines, or in the newspapers for stories involving the different religions.

Sources